

AHS 2020-2023 School Improvement Plan

Andover Public School Theory of Action

When we collaborate to:

- Create safe, caring, and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing.
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking;
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency;

Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement . . .

So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

Goal

Develop and implement shared and consistent learning targets that are aligned to the state curriculum standards within mixed learning environments. (remote, hybrid, and face-to-face).

Actions:

- **Create and/or improve curriculum documents for each content area that define course-wide learning targets**
- **Provide training for effective strategies for mixed-learning environments**
- **Provide training in high-leverage (research-based) instructional strategies**
- **Encourage the use of Professional Learning Group time to support this goal**

Goal

Integrate equity oriented social - emotional learning through culturally responsive practices in order to achieve an identity-safe school.

Actions:

- **Continue to develop H block curriculum for equity-oriented social emotional learning**
- **Audit course materials including (books, music, artworks, textbooks, articles) for equity and inclusivity**
- **Continue to provide training in anti-racist teaching practices and the communication of SEL/anti-racist teaching practices**
- **Review all systems that may perpetuate inequities including the student handbook, program of studies, leveling, grading policies, and student leadership**

Goal

Increase progress monitoring to inform our instructional strategies and to assess student achievement to ensure all students are able to achieve common learning targets.

Actions:

- **Create data teams and provide time for teachers to look at student work**
- **Increase the use of differentiated instructional strategies in response to student data**
- **Develop common assessments that address inequities between and among classes**
- **Create differentiated assessments, providing adaptations to meet the needs of all learners**